



DOCUMENTATION THAT SUPPORTS THE COS RATINGS

Each child’s early intervention or special education records should contain the Child Outcomes Summary (COS) Form and the supporting documentation that was used to determine the rating. Monitors should be able to take this documentation and verify that the ratings were reliable and valid. Each program should develop a monitoring or quality review process for verifying the validity of the ratings.

DEFINITIONS FOR OUTCOME RATINGS: FOR USE WITH THE CHILD OUTCOMES SUMMARY (COS) FORM

OVERALL AGE-APPROPRIATE	Completely means:	7	<ul style="list-style-type: none"><li>• Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child’s life. Functioning is considered <b>appropriate</b> for his or her age.</li><li>• No one has any concerns about the child’s functioning in this outcome area.</li></ul>
		6	<ul style="list-style-type: none"><li>• Child’s functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</li><li>• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectation.</li></ul>
OVERALL NOT AGE-APPROPRIATE	Somewhat means:	5	<ul style="list-style-type: none"><li>• Child shows functioning expected for his or her age <b>some of the time and/or in some settings and situations</b>. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.</li><li>• Child’s functioning might be described as like that of a <b>slightly younger child*</b>.</li></ul>
		4	<ul style="list-style-type: none"><li>• Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.</li></ul>
	Nearly means:	3	<ul style="list-style-type: none"><li>• Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation.</li><li>• Child uses <b>immediate foundational skills</b>, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.</li><li>• Functioning might be described as like that of a <b>younger child*</b>.</li></ul>
		2	<ul style="list-style-type: none"><li>• Child occasionally uses <b>immediate foundational skills</b> across settings and situations. More functioning reflects skills that are <b>not</b> immediate foundational than are immediate foundational.</li></ul>
	Not yet means:	1	<ul style="list-style-type: none"><li>• Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li><li>• Child’s functioning <b>does not yet include immediate foundational skills</b> upon which to build age-appropriate functioning.</li><li>• Child functioning reflects skills that developmentally come before immediate foundational skills.</li><li>• Child’s functioning might be described as like that of a <b>much younger child*</b>.</li></ul>

\* The characterization of functioning like a younger child only will apply to some children receiving special service such as children with developmental delays.



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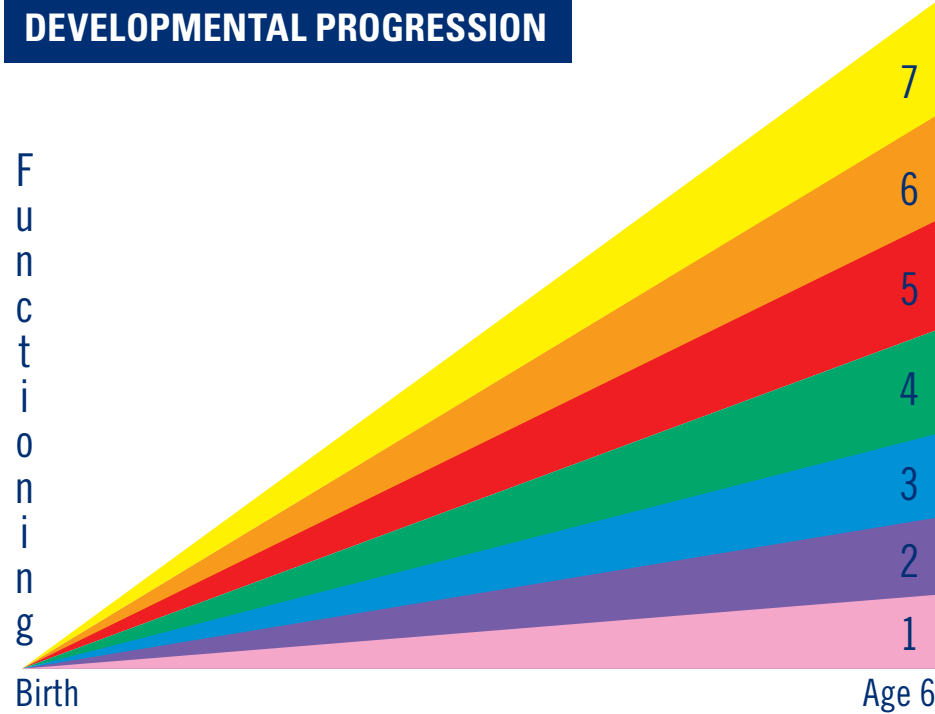
# Understanding the Developmental Trajectories for Early Childhood Outcomes

Children can be described with regard to how closely they are functioning to age-expected development in the three early childhood outcomes measured for federal reporting purposes. This is done by collecting a variety of formative assessment data and using it to rate the child’s functioning on a 1 to 7 Likert scale, with 6 and 7 being age-expected functioning level (see Child Outcomes brochure). The aim is to link performance with age expectation by assessing the difference between the functioning of a child with a disability and the functioning of a child developing according to age expectation.

Age level functioning can also be compared at different points in time to chart a child’s individual growth pattern. Straight lines are used to link age level performance at two points in time, primarily between program entry and exit. The line between these two points is the developmental trajectory for that individual child. For example, a child may develop over time but: 1) stay within the same developmental progression, 2) regress by moving to a lower functioning progression, or 3) increase by moving to a higher functioning progression. Interim ratings may also be conducted to monitor a child’s growth and inform the need for further instruction.

The COS process categorizes children’s developmental trajectories into five categories. Two of the trajectories depict child growth over time that results in age expected functioning (D and E). The remaining trajectories describe growth patterns that result in below age level functioning (A, B, and C). The five growth trajectories are visually depicted and described below.

## DEVELOPMENTAL PROGRESSION

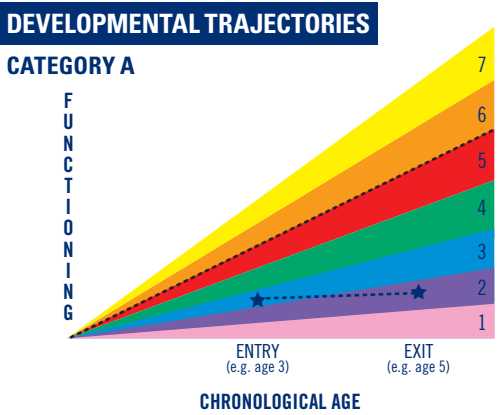
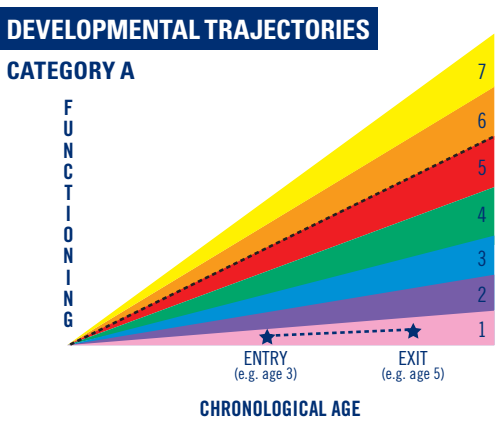


# FIVE PROGRESS CATEGORIES

## PROGRESS CATEGORY A: Children who did not improve functioning

- Children who acquired no new skills or regressed during their time in the program
- Didn't gain or use even one new skill
- Children with degenerative conditions/significant disabilities
- Rated lower at exit than entry; OR
- Rated 1 at both entry and exit; AND
- Scored "No" on the progress question (b)

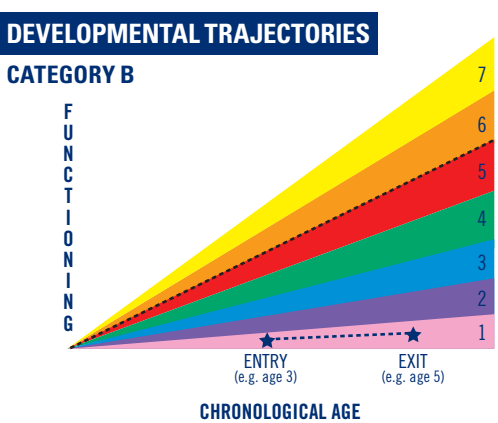
The profile for progress category A may look like one of these to the right.



## PROGRESS CATEGORY B: Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

- Acquired new skills but continued to grow at the same rate throughout their time in the program
- Gained and used new skills but did not increase their rate of growth or change their growth trajectories while in services
- Rated 5 or lower at entry (below age level); AND
- Rated the same or lower at exit; AND
- "Yes" on the progress question (b)

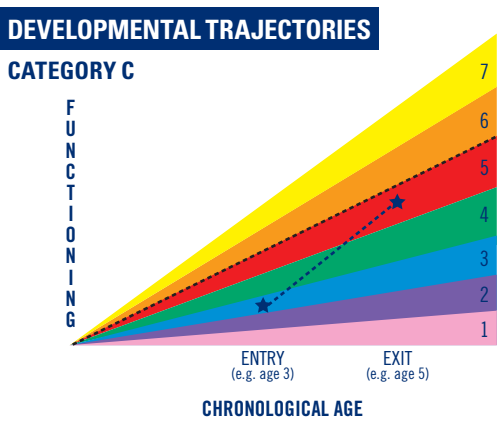
The profile for progress category B may look like the diagram on the right.



## PROGRESS CATEGORY C: Children who improved functioning to a level nearer to same-aged peers but did not reach age level expectations

- Acquired new skills and accelerated their rate of growth during their time in the program
- Made progress toward catching up with same-aged peers but were still functioning below age expectation when they left the program
- Changed their growth trajectories & "narrowed the gap"
- Rated higher at exit than entry; AND
- Rated 5 or below at exit (below age level)

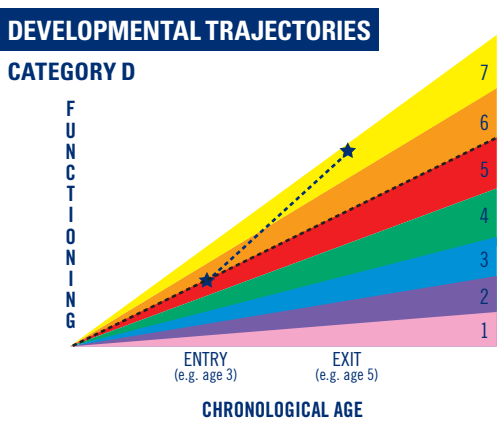
The profile for progress category C may look like the diagram on the right.



## PROGRESS CATEGORY D: Children who improved functioning to reach a level comparable to same-aged peers

- Children who were functioning below age expectation when they entered the program but were functioning at age expectation when they left
- Started out below age expectation, but caught up while in services
- Rated 5 or lower at entry (below age level); AND
- Rated 6 or 7 at exit

The profile for progress category D may look like the diagram on the right.



## PROGRESS CATEGORY E: Children who maintained functioning at a level comparable to same-aged peers

- Children who were functioning at age expectation when they entered the program and were functioning at age expectation when they left
- Rated 6 or 7 at entry; AND
- Rated 6 or 7 at exit

The profile for progress category E may look like the diagram on the right.

